

ELL, Bilingual & Special Education

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LP

Definition of ELL

- First language other than English (L1)
- In the process of acquiring English
- Not yet proficient for an English Language only curriculum
- NOTE: Unable to speak English is NOT a disability

Significance of ELL population

- ***From 1997-98 to 2008-09 school year number of ELL increased from 3.5 million to 5.3 million (51%) Source: National Clearinghouse for ELL Acquisition***
- ***NCLB 2001 requires breakdown and report of standardized test scores of ELLs and other subgroups***

Federal Regulations

- ***Law requires states to develop & implement proficiency standards and tests***
- ***ELLs must be tested when entering school and at least one year after entering US schools***

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- Over-representation and under-representation also appear to correlate with available services. Districts where students receive less language support services were three times more likely to receive special education services (Artiles & Ortiz, 2002, p.9).

IDEA Regulations

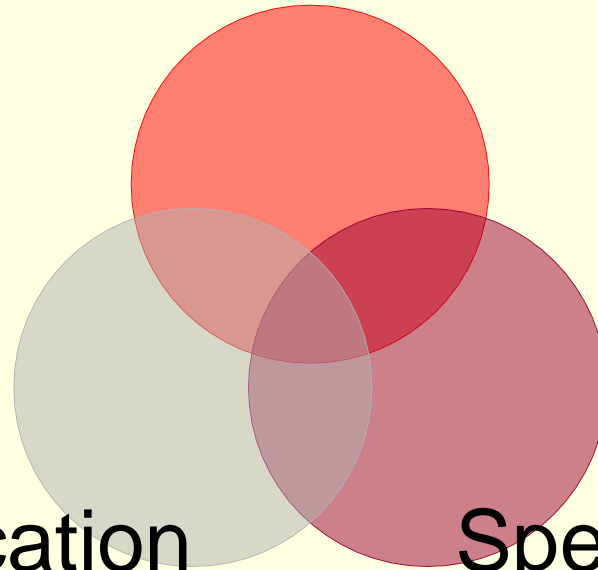
- The Individuals with Disabilities Education Act (IDEA) requires states to provide eligible disabled children with a “free and appropriate public education (FAPE)” (Artiles & Ortiz, 2002, p.14). The act also provides important the important caution that, “students are not eligible for services if their learning problems are primary the result of environmental, cultural, or economic disadvantage” (Artiles & Ortiz, 2002, p.13).

Bilingual Education Laws

- ***Guidance from Federal Policies***
- ***States determine education***
 - ***Bilingual Act (1964)***
 - ***NCLB (2001)***
 - ***Comprehensive laws ensure equity instruction***

FAPE

Ciivil Rights Law



Bilingual Education

Special education

Exclusionary & Special Education

- \With the recent pressures under the No Child Left Behind Act and subsequent standardized testing, teachers and English language learners are expected to exit within one or two years.
- Research shows it takes 7 years to acquire academic language.
- Teachers refer a child to Sp. Ed. or suggest retention because s/he hasn't made 'enough' progress" .

Cultural & Linguistic Factors

- Linguistic and cultural factors impact a student's language development. Carol Ascher points out that, “many new immigrants settle in neighborhoods among others from their country of origin, and after a time may not speak like a ‘native’ in either of their languages.”

Cultural Sensitivity

- Other characteristics may be cultural in nature. For children of Asian cultures direct eye contact with adults is offensive. In contrast, mainstream teachers often perceive a lack of eye contact or not volunteering to answer as a possible indicator of autistic spectrum disorders, lack of respect, ADHD or a speech/hearing impediment

Cultural Factors

- Luis Garrido notes in his article, “The Culturally Diverse Student in the Emotionally Disturbed Classroom,” “We should remember that a behavior which may seem extreme in this culture might be acceptable in another culture.” Unfamiliarity with majority cultural norms may question a student’s abilities. Students from a culture that stresses rote memorization may not be accustomed to higher order questions that elicit a personal opinion based upon facts. This may be mistaken for comprehension and / or processing deficits.

Example

- *Ali had just turned 6. Arabic is spoken at home. His IEP showed evaluations conducted primarily in English with some words translated into Arabic. Upon fully screening the new student, the ESL teacher informed the Special Education team that she did concur with a learning disability, but rather a silent period. A few months later, Ali was speaking in full sentences in English and Arabic.*

IDEA: Evaluation & Eligibility

- Non discriminatory i.e. racial/cultural bias
- Administered in native language or form that yields accurate information
- Purpose is to provide academic and functional information
- Source of bias occurs in the interpretation of test scores

Inappropriate Assessments

- Non-verbal tests are normed for American speakers of English.
- Administering assessments designed for native English speakers is also invalid when using an interpreter. Sanchez-Boyce discovered that the interpreters did not always follow the precise requirements of the assessment. Additionally, the “complexities of communication patterns” in the process of interpretation “overwhelmed” the students being tested (Artiles & Ortiz, 2002, p.54).

Dual Language Tests

- The creation of dual-language forms of English tests provides invalid results. One test designed for use with Spanish speaking students offers its own level of bias. The Woodcock-Munoz test does not address “demographic and socioeconomic data” or “lexical and semantic variations” among these samples (Artiles & Ortiz, 2002, p.55).

Pre-referral Process

- Understanding the risk of disproportionate representation of English language learners in special education is the first step in creating a framework for appropriate pre-referral and assessment.

Appropriate ELL Exposure

- English language proficiency identification and services must be available for ELLs to facilitate English language acquisition and participation in the classroom.
- English proficiency instruction and test results must be considered prior to referring a student for special education
- Important to determine level of acculturation to help assessors familiarity of culturally loaded items

Summary of Assessment

- Appropriate Assessment includes:
- Level of acculturation
- Test items that require culture-specific knowledge
- Level of proficiency in English and native language
- Appropriate instruction e.g. biligual/pull out/immersion

Intervention Teams

- Early intervention teams are an integral need prior to a student's referral to special education.
- These teams are called Rtl, Child Study Teams, Instructional Support Teams, or Teacher Assistance Teams.
- The multidisciplinary team should include general education teachers, ELL teachers, reading specialists, school psychologists, speech and language professionals, administrators, and parents/caretakers

IDEA & OCR rights

- When needed translators must be provided if the parents/caretakers are not fluent in English.

Collaboration

- Early intervention teams need to work collaboratively to answer important questions regarding a student's learning difficulties. The classroom environment must be examined. Parents can share a wealth of information regarding the home environment and access to support for the student.

Collaboration

- parents/caretakers are critical members of the intervention team.
- disabilities should present themselves in both the native and second language environments. The ESL teacher must be able to demonstrate the student is receiving adequate services for the student's proficiency level as well as provide data to support progress or lack of academic progress.

Prior to Sp. Ed. Referral

Section 504 & Title VI: language proficiency, cultural background needs to be considered to make appropriate special education evaluation and placement determination

ELL/SP.ED. Students not denied both services: not EITHER ELL OR SP ED

Holistic Assessment

- assessments selected must be as valid as possible. Students should be assessed both in the native language, and in English.
- Several languages represented in US schools, unlikely standardized assessments are available in all students' native languages.

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- Collecting a body of evidence may be more useful
 - Teacher and professional observations, portfolios, native language, or non-verbal tests will create a meaningful picture of the students needs.
 - Example

Reflection

Is the student receiving appropriate ESL services?

Has the curriculum proven effective for ELL students?

Have the identified concerns been documented by mainstream, content, and ELL teachers, and parents?

Have the concerns been addressed by analyzing teacher, student, and curriculum systematically?

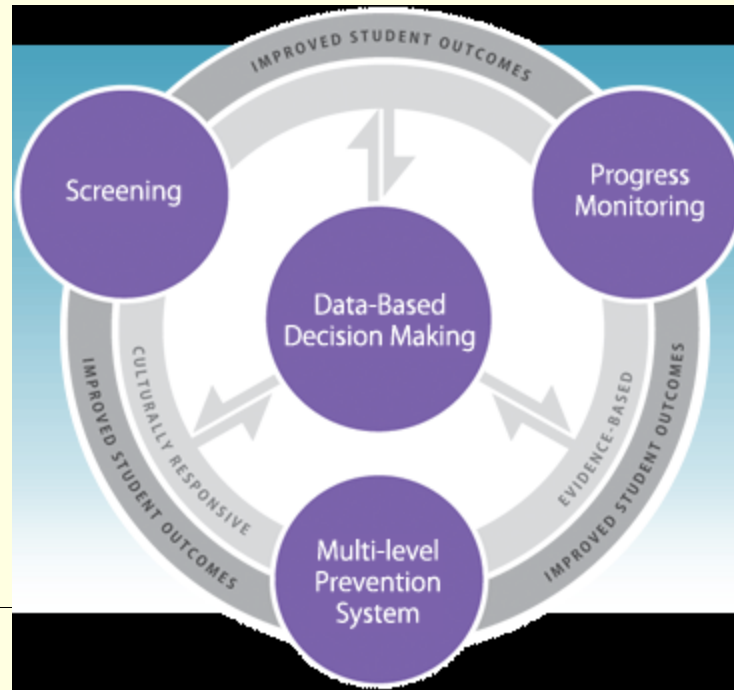
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CASE STUDY

- Joe's parents are migrant workers
- Spanish is the primary language at home
- Joe has been receiving bilingual education for five years (pull out)
- Jose is included in mainstream education

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- Assessment by bilingual teacher shows limited progress
 - Academically he is not making progress
 - What would you do?

What Would Your Team Do?



Points to Consider

- Benefit from continuation of bilingual services
- If pull out services, curriculum effected
- Are the delays primarily due to a disability or lack of exposure of education or because linguistic difficulties
- What would be different if student exited from the bilingual program

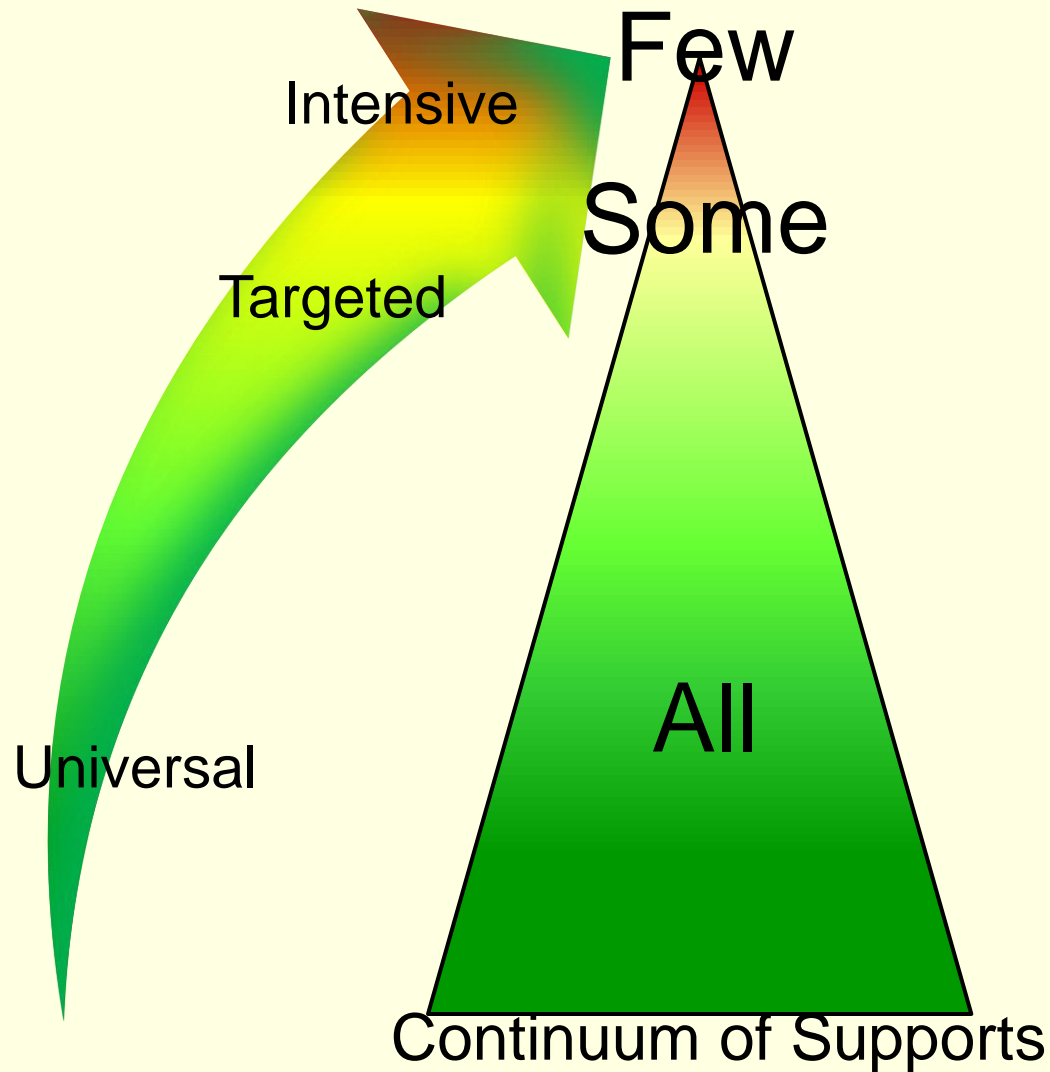
Case 2

- Ali is a fourth grade student both English and Arabic are spoken at home
- Academically he is about a grade below in math
- Ali has been receiving Speech and Language services since second grade because of language delays

What would your team do

- Ali has been receiving School Social Worker
- He did not receive bilingual support because he showed fluency in English on test scores

Integration of Academic and Behavior Supports



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- Have interventions been appropriately utilized?
 - . Does the difficulty persist?
- If the answer is yes, a referral to special education may be appropriate.

Summary

- Each English language learner arrives at school with differing layers of culture, native and additional language proficiency, economic status, and expectations.
- separate a language difference from a special education.

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- All children have the right to an equitably accessible, free, and appropriate education. Some children need additional English language support, some children need additional special education support, and some children will need both.
 - We should be mindful of the multiple factors involved and work as a team to accurately identify each student's individual needs.

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- Several school districts are developing flow charts to assist in the accurate referral, intervention, and identification of English language learners with special education needs.
 - Example provided in handout